

3-1-1978

AERA-SIG Curriculum Newsletter

American Educational Research Association

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/sig-newsletters>



Part of the [Higher Education Commons](#)

Recommended Citation

American Educational Research Association, "AERA-SIG Curriculum Newsletter" (1978). *SIG Newsletters (1970-1995)*. 13.
<https://digitalcommons.georgiasouthern.edu/sig-newsletters/13>

This newsletter is brought to you for free and open access by the Faculty Research Project on the AERA-SIG on Critical Issues & Cultural Studies (Jupp & Schubert) at Digital Commons@Georgia Southern. It has been accepted for inclusion in SIG Newsletters (1970-1995) by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Not an official
AERA publication

NEWSLETTER

of the

SIG on THE CREATION AND UTILIZATION OF
CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester
George Posner, Cornell University
William Schubert, University of Illinois-Chicago
Circle

Issue No. 12

March 1978

At this year's AERA annual meeting in Toronto, the SIG will sponsor only one session: a symposium (22.07) on Thursday morning, March 30 in Theatre 1, Lower Level of the Sheraton. The title of the session is "What the Curriculum Field Needs to Learn from Its History." Daniel Tanner will chair the session and serve as the critic. Participants include Ralph Tyler, Philip Jackson, Arthur Wirth and Leonard Berk. Following the symposium there will be a short business meeting chaired by George Willis.

Other AERA sessions of interest to members of the SIG include:

- 4.01 Curriculum. The State of the Art.
- 17.09 Conceptualizing Curriculum Theory.
- 19.02 Language and Curriculum.
- 26.21 Curriculum and Students: The Annehurst Curriculum Classification System
- 31.18 Case Studies in Science Education: An NSF National Review.

In the last newsletter we asked for information about your current research so that we might share it with others, thus establishing informal networks of scholars. Four members of the SIG responded. What follows is their description of their work.

ROBERT NICODEMUS, The Open University, Great Britain. "Comparison of new curriculum projects in Britain and USA -- influences of cultural differences on similar areas and the influences of dissimilar disciplines on the content and activities of projects. To consider if the stereotypes of different disciplines (e.g., humanities stress affective objectives, sciences stress cognitive) are justified. To compare the influence of social change and institutions on the dissemination of new projects and how their differences may affect their uptake in Britain and the USA."

AERA publication

NEWSLETTER

of the

SIG on THE CREATION AND UTILIZATION OF
CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester

George Posner, Cornell University

William Schubert, University of Illinois—Chicago Circle

Issue No. 12 March 1978

At this year's AERA annual meeting in Toronto, the SIG will sponsor only one session: a symposium (22. 07) on Thursday morning, March 30 in Theatre I, Lower Level of the Sheraton. The title of the session is "What the Curriculum Field Needs to Learn From its History." Daniel Tanner will chair the session and serve as the critic. Participants include Ralph Tyler, Philip Jackson, Arthur Wirth and Leonard Berk. Following the symposium there will be a short business meeting chaired by George Willis.

Other AERA sessions of interest to members of the SIG include:

4.01 Curriculum. The State of the Art.

17.09 Conceptualizing Curriculum Theory.

19.02 Language and Curriculum.

26.21 Curriculum and Students: The Annehurst Curriculum Classification System

31.18 Case Studies in Science Education: An NSF National Review

In the last newsletter we asked for information about your current research so that we might share it with others, thus establishing informal networks of scholars. Four members of the SIG responded. What follows is their description of their work.

ROBERT NICODEMUS, The Open University, Great Britain. "Comparison of new curriculum projects in Britain and USA -- influences of cultural differences on similar areas and the influences of dissimilar disciplines on the content and activities of projects. To consider if the stereotypes of different disciplines (e.g., humanities stress affective objectives, sciences stress cognitive) are justified. To compare the influence of social change and institutions on the dissemination of new projects and how their differences may affect their uptake in Britain and the USA."

GAIL McCUTCHEON, University of Virginia. "How teachers plan their courses. With four doctoral students, I will observe intensively in 20 elementary school classrooms and interview the teachers. We will write ethnographic portrayals of the teachers' planning practices, the resultant teaching occurring and evidence of its planning and discuss the strengths and weakness of various styles of planning we find. Follow-up in-service work may be planned if our findings warrant it."

NORMAN V. OVERLY, Indiana University. "Extending the work begun by David L. Silvermail for his dissertation on "The Design of a Future World Perspective Value Scale for Teachers." Using and refining the instrument with populations throughout the U.S. and in other countries. Especially collecting base line data on preservice teachers and experienced teachers in England, Nigeria, Hong Kong and the U.S. for a Transcultural Teacher Education Project on developing global perspectives."

KATE STRICKLAND, University of Texas at San Antonio. "An historical review of curriculum research, 1918-1975. The purpose of this study was to review curriculum research published between 1918 and 1975, and to derive appropriate generalizations. Research on curriculum goals, designs, the curriculum planning process, and evaluation was included. Over two hundred studies involving general curriculum research were examined and evaluated, and six sets of generalizations were derived from the studies. The generalizations revolved around the functions and purposes of American education, the core curriculum, legislation involving the curriculum, the elementary course of study, the middle school and junior high school, and the high school program of studies."

We intend to use future issues of this newsletter to continue this sharing of interests. Therefore, we encourage you to send us a paragraph or two (limit: 150 words) regarding your current research and theoretical work in the field of curriculum.

You may send this information to Professor George Posner, 111 Stone Hall, Cornell University, Ithaca, New York 14853.

The SIG is still at work organizing a number of sub-groups to work on projects of interest to our members. SIG members wishing to participate in the work of any of the following sub-groups should communicate their interests or ideas directly to the coordinators:

Sub-group 1: Continuation and extension of the work described by William H. Schubert in A Chronology of Curriculum Development Literature.

Coordinator: William H. Schubert, University of Illinois at Chicago Circle, College of Education, Box 4340, Chicago, Illinois 60680

Sub-group 2: Development of channels of intercommunication among SIG members, particularly about research and other activities of members.

Coordinator: Louise E. Hock, New York University, School of Education, Program in Secondary Education, 635 East Building, Washington Square, New York, New York 10003.

Sub-group 3: Methods of scholarly analysis, synthesis, and organization of curriculum materials.

Coordinator: Tom Rusk Vickery, 111 Berkeley Drive, Syracuse, New York 13210.

GAIL McCUTCHEON, University of Virginia. "How teachers plan their courses. With four doctoral students, I will observe intensively in 20 elementary school classrooms and interview the

teachers. We will write ethnographic portrayals of the teachers' planning practices, the resultant teaching occurring and evidence of its planning and discuss the strengths and weakness of various styles of planning we find. Follow-up in-service work may be planned if our findings warrant it."

NORMAN V. OVERLY, Indiana University. "Extending the work begun by David L. Silvermail for his dissertation on "The Design of a Future World Perspective Value Scale for Teachers." Using and refining the instrument with populations throughout the U.S. and in other countries. Especially collecting base line data on preservice teachers and experienced teachers in England, Nigeria, Hong Kong and the U.S. for a Transcultural Teacher Education Project on developing global perspectives."

KATE STRICKLAND, University of Texas at San Antonio. "An historical review of curriculum research, 1918-1975. The purpose of this study was to review curriculum research published between 1918 and 1975, and to derive appropriate generalizations. Research on curriculum goals, designs, the curriculum planning process, and evaluation was included. Over two hundred studies involving general curriculum research were examined and evaluated, and six sets of generalizations were derived from the studies. The generalizations revolved around the functions and purposes of American education, the core curriculum, legislation involving the curriculum, the elementary course of study, the middle school and junior high school, and the high school program of studies."

We intend to use future issues of this newsletter to continue this sharing of interests. Therefore, we encourage you to send us a paragraph or two (limit: 150 words) regarding your current research and theoretical work in the field of curriculum.

You may send this information to Professor George Posner, 111 Stone Hall, Cornell, University, Ithaca, New York 14853.

The SIG is still at work organizing a number of sub-groups to work on projects of interest to our members. SIG members wishing to participate in the work of any of the following sub-groups should communicate their interests or ideas directly to the coordinators:

Sub-group 1: Continuation and extension of the work described by William H. Schubert in A Chronology of Curriculum Development Literature.

Coordinator: William H. Schubert, University of Illinois at Chicago Circle, College of Education, Box 4348, Chicago, Illinois 60680.

Sub-group 2: Development of channels of intercommunication among SIG members, particularly about research and other activities of members.

Coordinator: Louise E. Hock, New York University, School of Education, Program in Secondary Education, 635 East Building, Washington Square, New York, New York 10003.

Sub-group 3: Methods of scholarly analysis, synthesis, and organization of curriculum materials. Coordinator: Tom Rusk Vickery, 111 Berkeley Drive, Syracuse, New York 13210.

Sub-group 4: Improvement of the classificatory system for literature and materials in curriculum, particularly the current descriptors used in retrieval systems.

Coordinator: Pauline M. Rothstein, ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

Sub-group 5: Use of the SIG as national archivist and clearinghouse for all papers and research in curriculum inquiry.

Coordinator: Edmund C. Short, 141 Chambers Building, College of Education, Pennsylvania State University, University Park, PA 16802.

Thanks are extended by William Schubert to volunteers for subgroup 1, particularly to Vernon E. Anderson for his help.

George Posner and William Schubert wish to thank members who responded to the questionnaire entitled "Toward a Genealogy of Scholars in the Curriculum Field" which was included in the August 1977 Newsletter. Questionnaires were also sent to the members of the Professors of Curriculum group. More than one hundred responses have been returned. Members will be notified about results in a subsequent Newsletter. Again, many thanks!

Special thanks to Edmund Short, William Pinar and George Willis for the important roles they played in helping to distribute William Schubert's A Chronology of Curriculum Development Literature (1977) to the 1977-78 membership.

A sampling of SIG-related studies, 1977-78:

Apple, Michael W. and Nancy R. King, "What Do Schools Teach?" Curriculum Inquiry, 6 (No. 4, 1977), 341-358. Other versions appear in Richard H. Waller (ed.), Humanistic Education: Visions and Realities. Berkeley: McCutchan, 1977, and in Alex Molnar and John A. Zahorik (eds.), Curriculum Theory. Washington, D.C.: ASCD, 1977.

Bellack, Arno A. and Herbert M. Kliebard (eds.), Curriculum and Evaluation: Readings in Educational Research. Berkeley: McCutchan, 1977.

Bowers, C.A., "Emergent Ideological Characteristics of Educational Policy," Teachers College Record, 79 (September, 1977), 33-54.

Diorio, Joseph A., "Knowledge, Truth, and Power in the Curriculum." Educational Theory, 27 (Spring, 1977), 103-110.

Doyle, Walter and Gerald A. Ponder, "The Practicality Ethic in Teacher Decision-Making," Interchange, 8 (No. 3, 1977-78), 1-12. A briefer related version appears in Alex Molnar and John A. Zahorik (eds.), Curriculum Theory. Washington, D.C.: ASCD, 1977.

Eggleston, John, The Sociology of the School Curriculum. Boston: Routledge & Kegan Paul, 1977.

Sub-group 4: Improvement of the classificatory system for literature and materials in curriculum, particularly the current descriptors used in retrieval systems.

Coordinator: Pauline M. Rothstein, ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

Sub-group 5: Use of the SIG as national archivist and clearinghouse for all papers and research in curriculum inquiry.

Coordinator: Edmund C. Short, 141 Chambers Building, College of Education, Pennsylvania State University, University Park, PA 16802.

Thanks are extended by William Schubert to volunteers for subgroup 1, particularly to Vernon E. Anderson for his help.

George Posner and William Schubert wish to thank members who responded to the questionnaire entitled "Toward a Genealogy of Scholars in the Curriculum Field" which was included in the August 1977 Newsletter. Questionnaires were also sent to the members of the Professors of Curriculum group. More than one hundred responses have been returned. Members will be notified about results in a subsequent Newsletter. Again, many thanks!

Special thanks to Edmund Short, William Pinar and George Willis for the important roles they played in helping to distribute William Schubert's Chronology of Curriculum Development Literature (1977) to the 1977-78 membership.

A sampling of SIG-related studies, 1977-78:

Apple, Michael W. and Nancy R. King, "What Do Schools Teach?" Curriculum Inquiry, 6 (No. 4, 1977), 341-358.

Other versions appear in Richard H. Waller (ed.), Humanistic Education: Visions and Realities.

Berkeley: McCutchan, 1977, and in Alex Molnar and John A. Zehorik (eds.), Curriculum Theory. Washington, D.C.: ASCD, 1977.

Bellack, Arno A. and Herbert H. Kliebard (eds.), Curriculum and Evaluation: Readings in Educational Research. Berkeley: McCutchan, 1977.

Bowers, C.A., "Emergent Ideological Characteristics of Educational Policy," Teachers College Record, 79 (September, 1977), 33-54.

Diorio, Joseph A., "Knowledge, Truth, and Power in the Curriculum." Educational Theory, 27 (Spring, 1977), 103-110.

Doyle, Walter and Gerald A. Ponder, "The Practicality Ethic in Teacher Decision-Making," Interchange, 8 (No. 3, 1977-78), 1-12. A briefer related version appears in Alex Molnar and John A. Zehorik (eds.), Curriculum Theory. Washington, D.C.: ASCD, 1977.

Eggleston, John, The Sociology of the School Curriculum. Boston: Routledge & Kegan Paul, 1977.

- Franklin, Barry, "Curriculum History: Its Nature and Boundaries," Curriculum Inquiry, 7 (Spring, 1977) 67-79.
- Markley, O.W., The Normative Structure of Knowledge Production and Utilization in Education: Volume 1: A Methodology for Describing the Infrastructure of Educational R & D; Volume 2: Case Studies of Infrastructure of Educational R & D. Menlo Park, Calif.: Stanford Research Institute, 1975.
- Martin, Jane R., "The Anatomy of Subjects," Educational Theory, 27 (Spring, 1977), 85-95.
- Molnar, Alex and John A. Zahorik (eds.), Curriculum Theory. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.
- Peshkin, Alan, "Whom Shall The Schools Serve?" Curriculum Inquiry, 6 (No.3, 1977), 181-204.
- Popkewitz, Thomas S., "Craft and Community as Metaphors for Social Inquiry Curriculum," Educational Theory 27 (Fall, 1977), 310-321.
- Seldon, Steven, "Conservative Ideology and Curriculum," Educational Theory, 27 (Summer 1977), 205-222.
- "Statement of Agreement by Professionals in the Field of Educational Dissemination," Educational Researcher, 6 (Nov. 1977), 3-4.
- Westbury, Ian, "Educational Policy-Making in New Contexts: The Contribution of Curriculum Studies," Curriculum Inquiry, 7 (Spring, 1977) 3-10.

-- Edmund Short --

The SIG will hold an open, informal meeting of its membership in Toronto on Wednesday, March 29, 2:15-3:45, in the Norfolk Room of the Sheraton Centre Hotel. The meeting will provide a forum in which the ideas and suggestions of all members can be heard, and it is where many of the decisions affecting the future of the SIG will be made. The meeting will develop specific topics, including the nomination of a slate of officers for the coming year, to be placed on the agenda of the formal business meeting of the SIG, Thursday morning. All members wishing to participate in these deliberations can do so at the Wednesday meeting.

* * * * *

Franklin, Barry, "Curriculum History: Its Nature and Boundaries," Curriculum

Inquiry, 7 (Spring, 1977) 67-79.

Markley, O.W., *The Normative Structure of Knowledge Production and Utilization in Education: Volume 1: A Methodology for Describing the Infrastructure of Educational R & D; Volume 2: Case Studies of Infrastructure of Educational R & D.* Menlo Park, Calif.: Stanford Research Institute, 1975.

Martin, Jane R., "The Anatomy of Subjects," *Educational Theory*, 27 (Spring, 1977), 85-95.

Molnar, Alex and John A. Zahorik (eds.), *Curriculum Theory*. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Peshkin, Alan, "Whom Shall The Schools Serve?" *Curriculum Inquiry*, 6 (No. 3, 1977), 181-204.

Popkewitz, Thomas S., "Craft and Community as Metaphors for Social Inquiry Curriculum," *Educational Theory* 27 (Fall, 1977), 310-321.

Seldom, Steven, "Conservative Ideology and Curriculum," *Educational Theory*, 27 (Summer 1977), 205-222.

"Statement of Agreement by Professionals in the Field of Educational Dissemination," *Educational Researcher*, 6 (Nov, 1977), 3-4.

Westbury, Ian, "Educational Policy-Making in New Contexts: The Contribution of Curriculum Studies," *Curriculum inquiry*, 7 (Spring, 1977) 3-18.

-- Edmund Short --

The SIG will hold an open, informal meeting of its membership in Toronto on Wednesday, March 29, 2:15-3:45, in the Norfolk Room of the Sheraton Centre Hotel. The meeting will provide a forum in which the ideas and suggestions of all members can be heard, and it is where many of the decisions affecting the future of the SIG will be made. The meeting will develop specific topics, including the nomination of a slate of officers for the coming year, to be placed on the agenda of the formal business meeting of the SIG, Thursday morning. All members wishing to participate in these deliberations can do so at the Wednesday meeting.